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**Is Liberal Education
Over-Selling Itself? And
Is Industry Buying It Too Fast?**

June 1954

COUNCIL FOR FINANCIAL AID TO EDUCATION, INC.

SIX EAST FORTY-FIFTH STREET

NEW YORK 17, NEW YORK

(Distributed as a Supplement to *The CEA Critic*,
Vol. XVI, No. 6, September, 1954)

The College English Association held its Sixth Institute for Industry-Liberal Arts Exchange on June 24, 25, 1954, in Lansing, Michigan, under the auspices of Michigan State College and the Oldsmobile Division of General Motors Corporation.

The general theme of the Conference participated in by leaders in both industry and education was **"Industry and the Liberal Arts—Reducing the Gap."**

At the request of participants in the Institute copy of an address by Wilson Compton, President of the Council for Financial Aid to Education on the subject **"Is Liberal Education Over-Selling Itself? And Is Industry Buying It Too Fast?"** is made available for the more general information of persons interested in American higher education.

**COUNCIL FOR FINANCIAL AID
TO EDUCATION, INC.**

**SIX EAST FORTY-FIFTH STREET
NEW YORK 17, NEW YORK**

IS LIBERAL EDUCATION OVER-SELLING ITSELF? AND IS INDUSTRY BUYING IT TOO FAST?*

YOU have invited me to talk on a challenging subject: "Is liberal education over-selling itself? and is industry buying it too fast?" I confess that I do not know the answer. I doubt that anyone does. It may take several years to find out, just as it took years to discover that the pendulum in higher education had swung too far in the other direction—toward technical specialization. But this I do know: If in this country we lose our interest in "liberal education" the rest of our higher education will not serve us very long or very well.

The word "liberal" as we all know has acquired in recent times an uncertain, ambiguous, and insecure connotation. I am using it not in any political context but in the historic sense in which the dictionary defines it, i.e., as "befitting or worthy of a free man," a man who is "not servile" and is "independent in opinion." This is its real meaning. Whether what I have called "liberal education" should be called "liberal arts" I gladly leave to the wordsmiths. The issue is this: Is specialized knowledge or "independence in opinion" the more important? Is training needed most, or education?

These questions have been debated in millions of words. The debate continues and on the whole it is worth while. It makes people think, think about what we are aiming at in this country, or should be. The "liberal" education of which I am speaking is itself a self-discipline which accents knowledge if knowledge is different from information; understanding if understanding is different from impression; wisdom if wisdom is different from skill; which seeks, in all things, to develop ability to separate the true from the false, the important from the trivial, the worthy from the unworthy, the good from the evil; which may convert informed judgments and reasoned beliefs into living guidance.

*Address by Wilson Compton, President, Council for Financial Aid to Education, Inc.

I know of no objective of our national life of greater importance than the competence of individual citizens for precisely such self-discipline; and I know of no practical way of achieving it except by the continuing patient way of "liberal" education. "He who instructs others in righteousness shall shine always, as the stars." That truth is as old as history; and is the reason that teaching is the world's noblest profession.

Am I trying to say that education is more important than training? Yes, I think I am. But I should add that the two are not mutually exclusive. In fact it is not likely, I should think, that in the long run we shall have either unless we have both. For some years I was the president of one of the leading state higher institutions in the Pacific Northwest. Probably a hundred times I have said to my colleagues: "We do not want to turn out men who are not educated any more than we want to turn out men who are not trained." We should not have to choose. But to the extent to which a choice is necessary I should follow the reasoning of one of America's eminent businessmen, Alfred P. Sloan, Jr., Chairman of the Board of General Motors Corporation, and one of my senior associates in the Council for Financial Aid to Education. Often I have heard him say: "Give us educated men. We can train them ourselves. But we cannot educate them."

Does this represent the prevailing view of American business today? I doubt it. But it does represent a growing opinion among business leaders. It is no longer a novel view among the nation's largest employing industries, and in our great business corporations the practice of the employment office will eventually catch up with the preaching of the front office. In some it is already catching up,—fast. There is reason for this. We need only to read the newspapers.

PROSPECTS IN HIGHER EDUCATION

If it is true that in every walk of life we are increasingly dependent for leadership as well as for professional and technical skill on college-educated men and women, it is im-

portant that young men and young women of high native talent should have access to college education. Here are some interesting present-day facts about our most able youth:

In 1954 the number of young persons reaching college age is approximately 2 million. Of these about 80% are graduating from high school, or 1,600,000. Of the top 25% in ability of these high school graduates, about 400,000, approximately one-half or 200,000 are going on to college somewhere. Of the remaining 200,000 more than 50,000 are "not interested" in a college education. But most of the others, or nearly 150,000 apparently have the interest, the motivation and the native talent but lack the financial means.

Here then is a great potential, but now largely immobilized, source of future service and leadership of high talent.

Fifty years ago about 1 in 24 persons of college age went to college; today 1 in 4; in New York State, 2 in 5. The upward trend continues. Nothing visible indicates a reversal. By 1960 the youth of college age in the United States will be greater than now by 16%; in 1965 by 46%; and in 1970 by 70%. By 1960, five of the States will have a college population greater than today by 35%. By 1970, eight States will have a college population greater by more than 100%. In one State—fabulous, fascinating, fantastic California—the increase will be 230%; and in only eight States will the increase be less than 40%. Authoritative estimates of the increase in college and university enrolments within the next 16 years range from 50 to 100%, depending on the assumptions. On the basis of population alone, the national increase will be 70%; and if the percentage trends of the last half century continue, the national college enrolments by 1970 will be double the enrolments of 1954.

This is a plain prospect. It is based on ordinary arithmetic. The trends of the past 50 years are of record; and they are continuing. These boys and girls have been born. Higher education in the United States is now a \$2 billion a year industry. It is headed towards \$5 billion a year within another short generation. This is not speculation about what may happen, but a simple accounting

of what, in the absence of disaster, will happen.

SHOULD BUSINESS BE CONCERNED?

Why should American business be concerned about these facts? There are, I think, three basic reasons. The *first* is: Business enterprise is more dependent on the spirit and substance of liberal education than it is on technological expertness. The *second* is: If higher education does not thrive, business will not thrive. The *third* is: Business, especially business corporations, will pay directly or indirectly much of the bill for maintaining our universities and colleges, either through taxation or voluntarily by gift.

Liberal education lies at the heart of what Dean Courtney C. Brown of Columbia University calls the "great Western tradition," which provides the economic and political climate most favorable to business. If we lose the spirit of liberal education we shall gradually lose the spirit of free enterprise. Industry does not thrive in smog; and what happens to American education will eventually happen to America.

Business is depending more and more on college educated men and women. We need only to look at the statistics. Education has added just as much to America's capacity to buy and consume as it has to its capacity to produce and sell. Education like advertising is a means of making people dissatisfied with what they have. It adds to their incentive as well as to their capacity to make better things—to make them better and to have more of them. If higher education were to wither, production, markets and consumption eventually would wither too.

More and more the income and savings of the American people are taking the form of corporate earnings, and there is no evidence that the trend in this direction will be reversed. Our system of taxation, as often has been pointed out, is gradually drying up the familiar sources of giving. If higher education is to be financed, more and more of the financing will come from business corporations.

How are the genuine needs of higher education to be financed? That will be an important question perhaps for many years. It may become even a political issue. Already higher education is often referred to as "big business." It is. It is said that many young people nowadays are going to college who do not have "college-ability." That is true. Also it is true that many who do have college-ability are not going to college because what they have is in their heads and not in their pockets. We hear the President of the United States publicly advocate two years of college opportunity for every American boy and girl, and that in these two years they be exposed to at least the "dimensions" of a liberal education.

The American people may quarrel with college presidents, and they sometimes do. They may attack educational theories. They may laugh at educational debates. They may complain about costs of education. They may criticize individual educators. They may connive to get their children into preferred schools and even into scholarships aids which they do not really need. But they believe in higher education and they will not let it wither. This is one of the most important and most fortunate facts of American life. Whatever is the necessary bill even for the gigantic expansion in prospect within the next 15 years, the bill will be paid and directly or indirectly business corporations will pay a large part of it.

DIVERSITY IN HIGHER EDUCATION

Much of the progress of American higher education and the progress at the same time of American business, industry and agriculture during this century has been due to the phenomenal rise in the prowess and the usefulness of the state universities. College and university enrolments are now divided almost equally between institutions financed and directed by the State and institutions financed and directed independent of the State. Much of the precious background of American higher education is in its private colleges and universities. It is in the general interest that

this should so continue. In diversity there is strength. Gradually in this country we are reaching toward a wholesome balance between training in the professions useful in the daily life of the Republic and liberal education in the arts and sciences which encourages men to seek truth, to try to unravel the endless mysteries of the universe, and to explore the ways to a peaceful society on a planet plagued, now more than ever, with power and pride and poverty. These may sound like big words. Perhaps they are. But they are more than that.

Some critics say that an equal division of labor and enrolment between publicly supported and privately supported higher institutions is "normal" and hence permanently desirable; that it will ensure the benefits of wholesome competition in higher education—competition in excellence, I should hope. Others say that the maintenance of such a ratio is beyond the capacity of the private colleges and universities, and that financing of the necessary expansion in higher education may be expected only out of public funds.

I doubt that this is so; at least that it need be so. Time will tell. If, for example, national policy should direct, as the President has advocated, that every boy and girl, regardless of difference in quality of talent or financial competence, should be given an opportunity for two years of college, such opportunity, I should think, would gradually become more and more the responsibility of the State itself. It would probably lead to many transformations in the face of American higher education. Many transformations in any event are in the making, or are widely under consideration. The American Council on Education, strong arm of American higher education, is providing ingenious leadership nowadays in a wholesome exploration for this purpose.

But this does not alter our fundamental problem. If we will maintain the genius of American higher education; if we will hold to the spirit and substance of education "worthy of free men"; and if we will maintain the great virtues—and the minor vices—

of competition in education as we maintain the virtues and vices of competition in our various enterprises, we will hold in good vigor both publicly supported and privately supported higher education. Freedom of education is more likely to continue free if it is not dependent on the State—especially liberal education. I am talking about freedom, not conformity. Freedom may be dangerous. But it is the safest thing we have.

To accomplish this does not necessarily mean equal division of labor between publicly supported and privately supported higher institutions. Instead of a 50-50 division it may be 60-40, or perhaps even 2 to 1. I should think, however, that if we were to reach a point at which the American people had come to rely as much as three-fourths on higher education directed by the State and only one-fourth on higher education independent of the State we should then likely be well on the way towards State control of public education from top to bottom; and hence on the way toward an eventual "statism" which would modify or might even nullify what we know as the "promise of American life." This need never happen.

AN OPPORTUNITY FOR AMERICAN INDUSTRY

Hundreds of American colleges and universities are today in great need. Some of the smaller ones are withering. Some, too, of the greatest ones, notwithstanding their endowments and their resources in "prestige" and in brick and mortar, are proportionately in just as urgent financial need because of the enormous load of educational responsibility which, by reason of location, or history, or inheritance, they are called upon to carry. Nor is this problem limited solely to the privately endowed colleges and universities. In some States, the Legislatures are making, and evidently are now able to make, only an inadequate provision for the maintenance of their State higher educational institutions—not to speak of the imminent need of expansion of their facilities. Many of the colleges and universities now in need may indeed lack

prestige and notable quality. But some at least have the "seeds of greatness" and a loyal even though impecunious constituency.

American business corporations generally seem not aware of their opportunity or—if I may use the words of Irving S. Olds, then Chairman of the United States Steel Corporation, at Yale University over two years ago—their "obligation." If I were advising them I would suggest that they take a fair share of the financial responsibility now for maintaining such institutions. Most of these may be saved and fortified now at small expense and they may carry a substantial share of the prospective increase in student enrolments. The alternative later on will be to make new financial provision for new facilities at much greater expense. This may be the taxpayers' argument. But in this case it is at least conclusive.

Do we need to ask whether American business has a stake in liberal education,—a stake in what happens to our colleges and universities? Not if American business wants to live.

Additional copies of this pamphlet are available without charge on request to the Council for Financial Aid to Education, Inc.



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CEA INSTITUTE

THE COLLEGE ENGLISH ASSOCIATION INSTITUTE
FOR
INDUSTRY-LIBERAL ARTS EXCHANGE

*Industry
and the Liberal
Arts*

REDUCING THE GAP

June 24-25, 1954

Michigan State College

**The Kellogg Center for Continuing Education
East Lansing, Michigan**

**The Oldsmobile Division of General Motors
Lansing, Michigan**

CEA

The College English Association

THE COLLEGE ENGLISH ASSOCIATION is an organization of literary scholars in their capacity as teachers. It is concerned with the place of letters in American higher education, and with the preparation of college teachers of English and related studies in the graduate school. Its aim is to provide opportunities for discussion of these topics at annual meetings (held in conjunction with the M.L.A.), at state or regional meetings, in the columns of its journal of news and opinion received by all members, and at conferences with academic, industrial, and professional leaders.

By group action the members of the Association hope to make more effective their belief that the humanities and liberal education are essential to moral and intellectual progress in the modern world.

THE C.E.A. is a national organization with regional affiliates.

The C.E.A. sponsors industry-liberal arts exchange through *The CEA Institute* and allied activities.

The C.E.A. maintains an Appointments Bureau for its members. The only charge is an annual registration fee of \$5.00. Members wishing to register should address the Director, CEA Bureau of Appointments. Bureau services are open, without charge, to those having vacancies to fill.

The CEA Critic is published monthly September through May, nine issues a year. The Association's dues include subscription to *The CEA Critic* and all other C.E.A. publications. Dues are \$3.50 annually. The membership year is from January through December.

Membership in the College English Association is open to all teachers of English in recognized institutions of higher education (including junior and community colleges, technical institutes, universities), and to those who have so taught.

Remittances should be made to: *Albert P. Madeira*, Treasurer, CEA. Correspondence should be addressed to the Executive Secretary, South College, University of Massachusetts, Amherst, Mass. The next Annual Meeting will be held in New York, December, 1954.

THE MICHIGAN COLLEGE ENGLISH ASSOCIATION

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(Distributed as a Supplement to *The CEA Critic*,
Vol. XVI, No. 6, Sept. 1954)

THE CEA INSTITUTE of The College English Association

A sense of professional responsibility has led The College English Association to develop The CEA Institute for Industry-Liberal Arts Exchange. Through Institute conferences and allied activities, The CEA seeks to reduce the gaps impeding cooperation among academic and industrial leaders in their advancement of liberal education.

Management and labor are included, as well as the executive services in government and in defense. The participation of other professions, such as medicine, engineering, and law, is encouraged.

Founded in 1939, The College English Association encourages the improved preparation of English teachers and the increased effectiveness of those already teaching. It hopes thus to contribute to improved education of our college youth—for personal enrichment, professional competence, and citizenship.

The College English Association visualizes English teaching as closely bound up with the well-being of liberal education generally. Hence it is committed to strengthening the liberal arts and sciences as major forces in technical and general higher education—undergraduate and adult.

With the cooperation of industrial leaders, The College English Association has sponsored five major CEA Institute programs, in addition to numerous limited meetings. In 1953, institutes were held at the University of Florida, in conjunction with the annual sessions of the American Society for Engineering Education and as part of the University's Centennial celebration; and at The Corning Glass Center.

The Saturday Review Magazine made the Corning CEA Institute the subject of a sixteen-page "S/R Reports to America" article in its November 21, 1953 issue. The Corning discussions reached further audiences through the University of Chicago Round Table network broadcast of January 24, 1954.

The national conferences, however, are not the only means by which The CEA Institute for Industry-Liberal Arts Exchange seeks to fulfill its responsibilities. In addition, it engages in the following:

1. Responses to requests for information on industry-liberal arts exchange: bibliographies; literature; lists of speakers and consultants; suggested programs; counseling on scholarship programs and faculty internships in industry as well as business-leader internships in higher education.
2. Personal interviews and correspondence with professors, administrators, people in industry and the foundations.
3. Reports, articles, and other publications.
4. Research projects developed in connection with problems related to industry-liberal arts exchange, and the role of liberal education in an industrial civilization.

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The Center for the Study of Liberal Education for Adults

... established in 1951 as a result of a grant from The Fund for Adult Education to a Committee of The Association of University Evening Colleges.

... to provide aid and leadership to the forces that can develop more effective college-level liberal education of adults.

John B. Schwertman, *Director*

George E. Barton, Jr., James Cary, Morton Gordon,

Harry L. Miller, Peter E. Siegle, James B. Whipple

Industry and the Liberal Arts

REDUCING THE GAP

WEDNESDAY, JUNE 23, 1954

8:30 p.m. COFFEE HOUR—The Kellogg Center
Lounge Room

THURSDAY, JUNE 24, 1954

9:00 a.m. Registration—The Kellogg Center

10:00 a.m. GENERAL SESSION I Auditorium

11:45 The Kellogg Center

THE INSTITUTE CONVENED—

by the General Chairman:

Francis H. Horn, *President,*
Pratt Institute; Past Executive Secretary,
Association for Higher Education

GREETINGS

BY THE 1954 CEA INSTITUTE CO-CHAIRMEN:

Gilbert W. Chapman, *President,*
The Yale & Towne Manufacturing Company

John A. Hannah, *President,*
Michigan State College; Assistant Defense
Secretary for Manpower

Albert B. Fitt, *Legal Adviser to the*
Governor of Michigan

ADDRESSES:

The Honorable G. Mennen Williams,
Governor of Michigan

J. Wilson Newman, *President,*
Dun & Bradstreet, Inc.

Business, the Humanities, and the Individual

Jean Paul Mather, *President,*
University of Massachusetts

Business, the Liberal Arts, and Public Higher
Education

11:45 a.m. LUNCHEON—The Kellogg Center
Ballroom

PRESIDING:

Milton Muelder,
*Dean of Sciences and Arts,
Michigan State College*

GREETINGS:

NATIONAL CEA: Robert T. Fitzhugh,
Brooklyn College; Past President, CEA

MICHIGAN CEA: John B. Virtue,
*Michigan State Normal College; President,
Michigan CEA*

**CENTER FOR THE STUDY OF LIBERAL
EDUCATION FOR ADULTS:**

John B. Schwertman, *Director*

1:15 p.m. AT THE OLDSMOBILE DIVISION
10:00 OF GENERAL MOTORS

1:15 p.m. TOUR OF PLANT

2:45

3:00 p.m. GENERAL SESSION II

5:00 Panel discussion

Oldsmobile Engineering Auditorium

PRESIDING:

John W. Ashton, *Vice President, Indiana
University*

QUESTION:

*Is liberal education over-selling itself, and is
industry buying too fast?*

MODERATOR:

Kenneth G. Patrick, *Manager,
Educational Relations Services Department,
General Electric Company*

PANELISTS:

Wilson Compton, *President,
Council for Financial Aid to Education, Inc.*

John E. Jeuck, *Dean of The School of
Business, University of Chicago*

Harry W. Knight, *Booz-Allen & Hamilton,
Management Consultants*

William E. Stevenson, *President,
Oberlin College*

COMMENTATOR:

Thomas Clark Pollock, *Dean of Arts and
Science, New York University; Chairman,
Committee on the Relations of Learned
Societies to American Education, American
Council of Learned Societies*

EVALUATOR:

B. J. Kemper, *Executive Director, Minnesota College Fund Association*

5:00 p.m. RECEPTION

6:15

7:00 p.m. DINNER (informal)

9:30

Oldsmobile Engineering Auditorium

PRESIDING:

Francis H. Horn, *President, Pratt Institute*

GREETINGS:

J. F. Wolfram, *General Manager of Oldsmobile and Vice President, General Motors* (Presented by Lester F. Carlson, *General Merchandising Manager, Oldsmobile*)

SPEAKERS:

Kenneth A. Meade, *Director, Educational Relations Activity, Public Relations Department, General Motors Corporation*

Robert Ward McEwen, *President, Hamilton College*

General Session II and the Future

Maxwell H. Goldberg

The CEA Institute: Progress Report

FRIDAY, JUNE 25, 1954

9:00 a.m. THE KELLOGG CENTER

10:15

CONCURRENT PANEL DISCUSSIONS

COORDINATOR:

Hoover H. Jordan, *Professor of English, Michigan State Normal College; Past President, Michigan CEA*

SECTION A

Auditorium

QUESTION:

How does business view the professor?

MODERATOR:

Richard Eells, *Manager, Public Relations Research Services, General Electric Company*

PRESENTATION:

Claude Robinson, *President, Opinion Research Corporation*

PANELISTS:

E. F. Bowerfind, *Director of Public Relations, Republic Steel Corporation*

Kenneth Kramer, *Executive Editor, Business Week*

SECTION B

Rooms 103-104

QUESTION:

How does the professor view the businessman?

MODERATOR:

John Osman, *Eastern Representative, Fund for Adult Education*

PANELISTS:

Milton M. Enzer, *Director of Public Relations, Yale & Towne; Executive Secretary, Public Relations Advisory Council, Union College*

Robert N. Hilkert, *Vice President, Federal Reserve Bank, Philadelphia*

Francis H. Horn, *President, Pratt Institute*

Stanley Pargellis, *Librarian, Newberry Library*

COMMENTATOR:

(At luncheon)

Eric Larrabee, *Associate Editor, Harper's Magazine*

10:30 a.m. CONCURRENT SEMINARS. Series A 12:00 m.

COORDINATOR OF SEMINARS:

George L. Hinds, *Director of Adult Programs in Speech, College of Liberal Arts, Wayne University*

COORDINATOR FOR SERIES A:

Carl A. Lefevre, *Professor of English, Pace College; Past President, GNYCEA*

CHIEF REPORTER:

Lee E. Holt, *Professor of English, American International College; Managing Editor, CEA Critic*

(Seminar Reporters are to turn in preliminary reports to Prof. Holt as soon after the end of the session as possible. Final reports are to be mailed to The CEA Institute Director.)

- A1 *How can the recruiting representatives make more effective the strong endorsement, by business leaders, of liberal education for executive careers and living in an industrial civilization?*

Group I

Room 103

LEADER:

Leonard B. Visser, *Administrative Assistant, Champion Paper and Fiber Co.*

Seminars — A

ANALYSTS:

Robert W. Bogart, *District Manager,
The Great-West Life Assurance Company*

Robert J. Doolan, *Director of Personnel,
Allied Stores Corporation*

Russell Noyes, *Professor of English,
Indiana University; Past Vice President, CEA*

EVALUATOR:

Clayton Smucker, *Director of Personnel,
Owens-Corning Fiberglass Corporation*

RECORDER:

(Mrs.) Viola Saltmarsh, *Director of
Placement, Tufts College*

Group II

Room 104

LEADER:

Gerald W. Peck, *Acting Director of
Placement, University of Illinois*

ANALYSTS:

L. A. Krauschaar, *Rochester Products
Division, General Motors Corporation*

(Miss) Lou Russell, *Director of
Placement and Field Relations,
University of Houston*

EVALUATOR:

Edwin M. Wright, *Head, English Department,
Bates College*

RECORDER:

Anna M. Hanson, *Director of Placement,
Simmons College*

- A2 Shall we adopt Dr. Alvin C. Eurich's Corning
CEA Institute proposals for revision of the
liberal arts curriculum? Room 115

LEADER:

Robert M. Estrich, *Chairman, Department of
English, The Ohio State University*

ANALYSTS:

Bernice Brown Cronkhite, *Dean of the
Graduate School, Radcliffe College*

Brother Cormac Philip, F.S.C., *Head,
Department of English, Manhattan College*

A. M. Sullivan, *Director of Public Relations,
Dun & Bradstreet, Inc.*

EVALUATOR:

Henry W. Sams, *Director, The Summer
Quarter, University of Chicago*

Seminars — A

RECORDER:

Cecilia Hendricks, *Professor Emeritus,
Indiana University*

- A3 *What are the implications of current institutional self-studies, for liberal education concerned with executive careers and living in an industrial civilization?* Room 116

LEADER:

Frank R. Kille, *Dean, Carleton College*

ANALYSTS:

Rev. Charles E. Sheedy, C.S.C., *Dean,
College of Arts and Letters, University
of Notre Dame*

B. K. Trippet, *Dean, Wabash College*

EVALUATOR:

Leslie L. Hanawalt, *Head,
English Department, Wayne University*

RECORDER:

(Mrs.) Margaret Blickle, *Department of
English, The Ohio State University;
Secretary, English Section, Ohio College
Association*

- A4 *What are the common concerns of labor and management with liberal education for industrial careers and living in a technicized civilization?* Room 19A Ground Floor

LEADER:

John P. Tolbert, *Socony-Vacuum Oil
Company*

ANALYSTS:

Frank J. Householder, Jr., *Chief of Personnel
Services, The Chesapeake and Ohio Railway*

Brendan Sexton, *Education Director, UAW*

Mark Starr, *Education Director, ILGWU*

COMMENTATOR:

G. Allen Harlan, *President,
The Harlan Electric Company*

EVALUATOR:

Donald J. Lloyd, *Associate Professor
of English, Wayne University; Past Faculty
Fellow, American Council of Learned
Societies; Ford Faculty Fellow, 1954-55*

RECORDER:

E. C. Coleman, *Professor of English,
Southern Illinois University*

Seminars — A

- A5 *How may the claims of the individual and those of the group be best reconciled in liberal education for executive leadership and life in an industrialized civilization?* Room 106

LEADER:

Alvan S. Ryan, *Associate Professor of English, General Program of Liberal Education, The University of Notre Dame*

ANALYSTS:

Eric Larrabee, *Associate Editor, Harper's Magazine*

Elder J. Olson, *Professor of English, University of Chicago*

COMMENTATOR:

Thomas H. Hamilton, *Dean, The Basic College, Michigan State College*

EVALUATOR:

Carvel Collins, *Department of English, Massachusetts Institute of Technology*

RECORDER:

Wyndham M. Southgate, *Department of History, Denison University*

- A6 *How may the gaps be reduced between traditional liberal arts teaching and the needs of liberal education for adults in industry and in a technicized civilization?*

Room 210 Second Floor

LEADER:

James B. Whipple, *Research Associate, The Center for the Study of Liberal Education for Adults*

ANALYSTS:

George E. Barton, Jr., *Research Associate, The Center for the Study of Liberal Education for Adults*

Julian Street, Jr., *Special Assistant, Office of Assistant Chairman of the Board, United States Steel Corporation*

EVALUATOR:

James A. Byrne, *Assistant Director of Adult Education, Marquette University*

RECORDER:

Helen M. Scurr, *Head, Department of English, Bridgeport University*

Seminars

12:30 p.m. LUNCHEON
2:00

Ballroom

PRESIDING:

Edgar Harden, *Dean of Continuing Education Service; Director of the Kellogg Center*

SPEAKERS:

Percy Bower, *Treasurer, Great-West Life Assurance Company*

Eric Larrabee, *Associate Editor, Harper's Magazine*

Millard C. Faught, *President, The Faught Company*

2:30 p.m. CONCURRENT SEMINARS. Series B.
3:45

COORDINATOR FOR SERIES B:

John Ball, *Associate Professor of English, Miami University; Past President, American Business Writing Association*

- B1 *How may the mass media best contribute to liberal education for executive leadership and living in an industrialized civilization?*

Room 116

LEADER:

George E. Probst, *Director, The University of Chicago Round Table*

ANALYSTS:

Richard J. Crohn, *The New Library of World Literature, Inc.*

Donald J. Lloyd, *Associate Professor of English, Wayne University*

John P. Tolbert, *Socony-Vacuum Oil Company*

COMMENTATORS:

Maurice A. Crane, *The Kellogg Center, Michigan State College*

Lawrence E. McKune, *The Kellogg Center, Michigan State College*

A. M. Sullivan, *Director of Public Relations, Dun & Bradstreet, Inc.; Past President, Poetry Society of America*

EVALUATOR:

Robert W. Rogers, *Executive Secretary, Department of English, University of Illinois*

RECORDER:

D. M. Alexander, *Associate Professor of English and Journalism, Hillsdale College*

- B2 *How may editors and publishers best serve liberal education for executive careers and living in an industrialized civilization?*

Room 115

Seminars — B

LEADER:

Emmert W. Bates, *Vice President,
American Book Company; President,
American Textbook Publishers Institute*

ANALYSTS:

Paul R. Heinmiller, *Managing Editor,
GE Review, General Electric Company*

Robert J. Jones, *Education Relations Section,
General Motors Corporation*

COMMENTATOR:

Samuel B. Bossard, *College Department,
McGraw Hill Book Company*

EVALUATOR:

William H. Combs, *Dean of the All-College
Division, Administrative Assistant to the
President, Michigan State College*

RECORDER:

Philip B. Gove, *General Editor,
G. & C. Merriam Company*

- B3 *How may the humanities and the social sciences most effectively cooperate in liberal education for executive careers and living in an industrial civilization?*

Group I

Room 105

LEADER:

John Ely Burchard, *Dean,
School of Humanities and Social Studies,
Massachusetts Institute of Technology;
President, American Academy of Arts and Sciences*

REPORT

*University of Michigan Seminar on
Humanities-Social Sciences*

Paul Henle, *Department of Philosophy*

Norman E. Nelson, *Department of English*

William B. Willcox, *Department of History*

Frederick Wyatt, *Department of Psychology*

EVALUATOR:

Ralph N. Miller, *Professor of English,
Western Michigan College of Education*

RECORDER:

Donald R. Tuttle, *Professor of English,
Fenn College*

Seminars — B

Group II

Room 106

LEADER:

Reuel Denney, *Associate Professor of Social Sciences, The College, University of Chicago*

ANALYSTS:

Carvel Collins, *Department of English, Massachusetts Institute of Technology*

John H. Fisher, *New York University; Treasurer, The Modern Language Association of America*

COMMENTATOR:

Daniel Z. Gibson, *President, Washington College*

EVALUATOR:

Paul B. Anderson, *Academic Dean and Professor of English, Otterbein College*

RECORDER:

James T. Barrs, *Associate Professor of English, Northeastern University*

- B4 *How may the liberal arts and sciences best be combined with the technical curricula in education for executive leadership and living in an industrial civilization?*

Group I

Room 103

LEADERS:

John Q. Hays, *Department of English, A. and M. College of Texas; Past President, Texas CEA*

William E. Stirton, *Vice President, Wayne University*

ANALYSTS:

Harold A. Basilius, *Director of Humanities Program, Wayne University*

James W. Culliton, *Director, Experimental Program for Administrators, University of Notre Dame*

A. R. Hellwarth, *Assistant to Director of Employment, The Detroit Edison Company*

COMMENTATOR:

John McEachren, *Touche, Niven, Bailey & Smart*

EVALUATOR:

Robert S. Griffin, *Chairman, English Department, University of Nevada*

RECORDER:

Raymond L. Levy, *Professor of English, University of Toledo*

Seminars — B

Group II

Room 210

LEADER:

Donald S. Bridgman, *Personnel Department, American Telephone and Telegraph Company*

ANALYSTS:

Glenn J. Christensen, *Associate Professor of English and Project Director, The Institute of Research, Lehigh University*

George A. Gullette, *Head, Department of Social Studies, North Carolina State College; Director, Humanistic-Social Research Project, American Society for Engineering Education*

Howard P. Seelye, *Manager of Engineering, The Detroit Edison Company*

COMMENTATOR:

C. A. Brown, *Head, Department of English and Psychology, General Motors Institute*

EVALUATOR:

Robert W. Frank, Jr., *Associate Professor of English, Illinois Institute of Technology*

RECORDER:

Alice R. Bensen, *Associate Professor of English, Michigan State Normal College*

- B5 *How may the humanities and social sciences best be combined with the natural sciences in liberal education for executive careers and living in an industrial civilization?*

Room 104

LEADER:

Harry J. Fuller, *Department of Botany, University of Illinois*

ANALYSTS:

Sereck H. Fox, *Vice President in Charge of Pharmaceutical Research and Control, R. P. Scherer Corporation*

M. Kendig, *Director, Institute for General Semantics, Lakeville, Conn.*

W. H. Sterg O'Dell, *Dean Elect, Colorado College*

EVALUATOR:

Branford P. Millar, *Assistant to the Graduate Dean, Michigan State College*

RECORDER:

George Harper, *Department of English, University of North Carolina*

Seminars — B

B6 *How may the experiences of living in a complex industrial civilization be applied as credit toward the regular liberal arts degree?*

Room 19A Ground Floor

A report and discussion of an experimental liberal arts degree program for adults at Brooklyn College.

LEADER:

Peter Siegle, *Center for the Study of Liberal Education for Adults*

ANALYSTS:

Evelyn Raskin, *Professor of Psychology, Brooklyn College*

John Schwertman, *Director, Center for the Study of Liberal Education for Adults*

EVALUATOR:

(Rev.) Henry J. Wirtenberger, S.J., *Regent, College of Commerce and Finance, University of Detroit*

RECORDER:

James Newcomer, *Dean, Olivet College*

4:00 p.m. GENERAL SESSION III Auditorium **5:15 PANEL DISCUSSION**

PRESIDING:

Jean Sheafor, *Chairman of the Board, The Harlan Electric Company*

QUESTION:

What are the changed or new responsibilities of liberal education as concerned with industrial careers and living in a technicized civilization?

PARTICIPANTS:

Dewey F. Barich, *Manager, Educational Relations, Ford Motor Company, Moderator*

John J. Desmond, Jr., *Commissioner of Education, Commonwealth of Massachusetts*

Paul Durrie, *Executive Associate, Central Region, Fund for Adult Education*

Brendan Sexton, *Director of Education, UAW-CIO*

Mark Starr, *Education Director, ILGWU*

COMMENTATOR:

Edgar L. Harden, *Dean of Continuing Education Service; Director of the Kellogg Center, Michigan State College*

6:30 p.m. THE KELLOGG CENTER. Dinner (informal) Ballroom

PRESIDING:

Robert T. Fitzhugh, *Brooklyn College;*
Past President, CEA

INTRODUCTION:

Kenneth Kramer, *Executive Editor,*
Business Week

ADDRESS:

David A. Shepard, *Member of the Board of*
Directors, Standard Oil Company (New Jer-
sey); Chairman, 1954 Campaign Committee,
Greater New York Fund

Improving the Non-Technical Graduate's
Opportunities in Industry

REMARKS:

John Ely Burchard, *Dean, School of*
Humanities and Social Studies, Massachusetts
Institute of Technology

CONCLUSION:

Francis H. Horn, *President, Pratt Institute;*
General Chairman, 1954 CEA Institute

The 1954 CEA Institute: Balancing the
Books

Citation

Clyde E. Henson, *Michigan State College, Chairman,*
Committee on Arrangements,

and

The Members of his Committee
for

Distinguished Service
to

The CEA Institute

Commencement

The end of one CEA Institute conference is the beginning of its further range. Much still remains to be said that has had to be left unsaid.

Institute participants are urged to send in statements sharpening or expanding what has been offered in session—reinforcements, challenges, new departures, proposals for future Institute conferences and other activities.

To be addressed to: The Director, CEA Institute,
South College, University of Massachusetts
Amherst, Massachusetts

JOINT CONFERENCE

The CEA Institute & Center for the Study of Liberal Education for Adults

THEME:

The College English Teacher and Liberal Education for Adults

All sessions at the Kellogg Center

TUESDAY, JUNE 22, 1954

7:45 **Optional Meeting** Lounge Room
9:00 p.m.

TOPIC:

An Experimental discussion of teaching technique

LEADER:

Peter Siegle, *Research Associate, CSLEA*

WEDNESDAY, JUNE 23, 1954

9:00 a.m. **Registration**

9:30 a.m. **PLENARY SESSION** Rooms 103-104

TOPIC:

Orientation to the Problems of Liberal Education for Adults

CHAIRMAN:

Peter E. Siegle, *CSLEA*

REMARKS:

Maxwell H. Goldberg, *Director, CEA Institute*

SPEAKER:

John B. Schwertman, *Director, CSLEA*

10:15 a.m. **GROUP MEETINGS:**

Case Study

The Development of a Liberal Arts Curriculum for An Adult

(Chairmen and groups as assigned for afternoon group meetings.)

11:15 a.m. REPORT OF GROUPS

Discussion and Analysis

LEADER:

George E. Barton, Jr., CSLEA

12:30 p.m. LUNCHEON

2:00

PRESIDING:

Peter Siegle, CSLEA

INTRODUCTION:

Carvel Collins, *Massachusetts Institute of Technology*

SPEAKER:

Reuel Denney, *Associate Professor of Social Sciences, The College, University of Chicago*

The Acting Lion — Some Remarks on the Humanist and His Adult Clients in Liberal Education

2:30 GROUP MEETINGS

4:30 p.m.

GROUP CHAIRMEN:

I. Thomas Clark Pollock, *Dean of Arts and Science, Washington Square College, New York University*

Can we reconcile the claims of generalized and specialized goals?

II. John Ely Burchard, *Dean, School of Humanities and Social Studies, Massachusetts Institute of Technology*

The Study of English — To what extent is it communication technique, behavioral science, and a humanity?

III. Francis H. Horn, *President, Pratt Institute*

The Teaching of English to Adults — Can it be different without being inferior?

6:15 p.m. DINNER (no formal program)

7:45 PLENARY SESSION
9:45 p.m.

PRESIDING:

John B. Schwertman, *Director, CSLEA*

Report of Groups

Discussion

Evaluation

CONSULTANTS:

John Ball, *Associate Professor of English, Miami University; Past President, American Business Writers' Association*

Glenn J. Christensen, *Director, The Institute of Research, Lehigh University*

Robert M. Estrich, *Chairman, Department of English, The Ohio State University*

John H. Fisher, *Department of English, New York University; Treasurer, The Modern Language Association of America*

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M. Kendig, *Director, Institute for General Semantics, Lakeville, Conn.*

Carl A. Lefevre, *Professor of English and Director of the Bureau of Research, Pace College*

(Mrs.) Dorothy Miles, *Academic Adviser, Office of the Dean, College of Liberal Arts, Wayne University*

Leo Molinaro, *Director, Adult Education Foundation, Akron*

A. M. Sullivan, *Director of Public Relations, Dun & Bradstreet, Inc.; Past President, Poetry Society of America*

Henry J. Wirtenberger, S.J., *Regent, College of Commerce and Finance, University of Detroit*

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CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS

George E. Barton, Jr., John B. Schwertman (*director*), Peter Siegle, James B. Whipple

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1954

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"In an era when the trend in our colleges and universities is toward the 'practical' arts, it becomes especially important that the liberal arts tradition be preserved and kept in proper perspective by students, educators and businessmen alike. I believe you and your associates in the CEA Institute can help achieve this end by showing the way to a more general appreciation and understanding of the very practical aspects of a liberal education. . . ."

—HENRY FORD II, President, Ford Motor Company

"The Michigan State program should do much to focus attention on the important problem of getting more consideration for liberal arts graduates in the employment offices of industrial firms. You have chosen a fortunate site for these discussions in the heart of a great industrial state. . . ."

—COURTNEY C. BROWN, Dean, Graduate School of Business, Columbia University

"I am sure this will be a most successful and productive meeting. . . ."

—WILLIAM C. DECKER, President, Corning Glass Works

"I am very much impressed with the program which you have worked out. . . ."

—MEYER KESTINBAUM, President,
Hart, Schaffner & Marx

"I do appreciate all that the Institute has been doing in this field of the relationship between business and education. It is a most intelligent approach that you have been making. . . ."

—HOWARD LOWRY, President, The College of Wooster

"I congratulate you on the truly remarkable work you are doing in bringing business and education into closer touch. . . ."

—ALLAN NEVINS, Columbia University

"Both the College English Association and The Saturday Review have performed a commendable service in bringing the matter of liberal arts education so forcibly to the attention of the business community. . . ."

—FRANK W. ABRAMS, Past Chairman of the Board,
Standard Oil Co. (New Jersey)

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